

**2013-14**

OFFICE OF CULTURAL AND LINGUISTIC COMPETENCE

# **BIENNIAL REPORT**



Virginia Department of  
Behavioral Health &  
Developmental Services

Contents

Introduction ..... 2

KEY FOCUS AREAS OF 2013-14..... 3

Focus Area: Workforce Diversity and Inclusion (D&I)..... 3

Focus Area: Organizational CLC Technical Assistance and Consultation ..... 5

Focus Area: CLC Resource Development ..... 6

Focus Area: Language Access..... 7

Additional Activities ..... 9

Focus Area: Refugee Healing Partnership..... 9

Summary ..... 11

Introduction

As the Office of Cultural and Linguistic Competence continues to grow in service and strength, its mission has transformed to reflect the sharpened focus of the office. With the help of stakeholders, leadership, and committee teams, we have developed a new mission and vision statement that best identifies the OCLC’s effort to improve services to diverse and underserved individuals and work toward eliminating the disparities within Virginia’s mental health, intellectual disability, and substance-use disorder system.

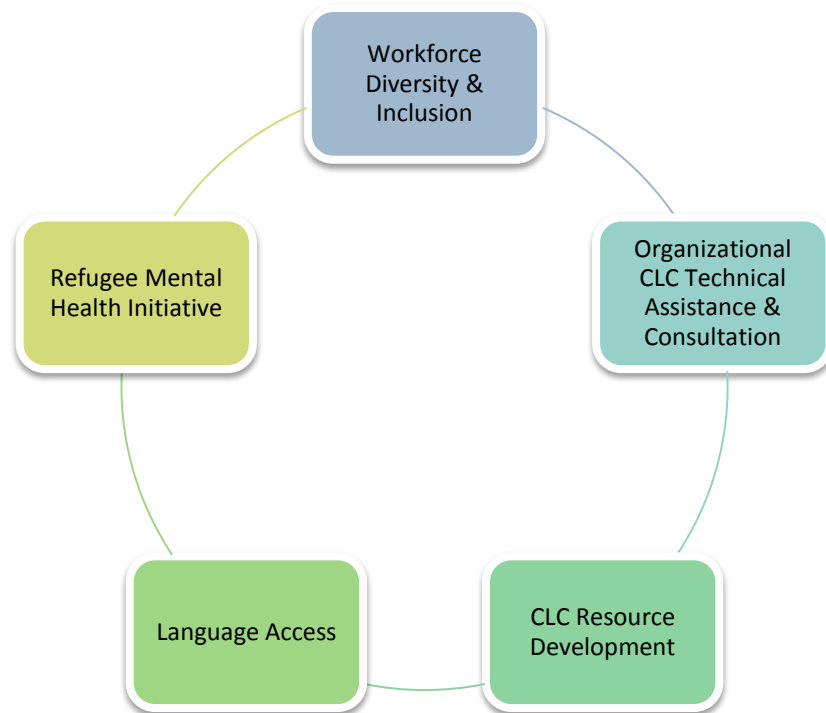


The new mission statement personifies the Office of Cultural and Linguistic Competence’s emphasis in health equity of all Virginians through equal access of service for diverse cultures, languages, and backgrounds. We feel that no individual should miss an opportunity to receive quality service due to his or her language barriers, cultural orientations, and/or stigmas. We strive to ensure every division of the Department of Behavioral Health and Developmental Services is equipped with the cultural knowledge and competency to serve our eclectic Virginia.

Office of Cultural and Linguistic Competence  
Department of Behavioral Health and Developmental Services

## KEY FOCUS AREAS OF 2013-14

Established in 2008, the OCLC's primary mission has aimed to improve services to all communities in the Commonwealth with the goal of eliminating the disparities in care within Virginia's mental health, intellectual disability, and substance-abuse disorder systems. The key **Focus Areas** of the OCLC include:



### Focus Area: Workforce Diversity and Inclusion (D&I)

Employees who demonstrate cross cultural competencies are equally valuable in the interim. Workforce diversity planning can dramatically enhance an organizations' ability to recruit and retain diverse and cultural and linguistically competent staff, whose unique skills are critical to the advancement of health and social services.



To support planning in the DBHDS system, the OCLC has developed a series of technical assistance documents for HR staff, hiring supervisors, and managers that provide information on how to create a culture of inclusion in their organizations. The series of documents available on the DBHDS website support performance evaluations to ensure cultural competence is practiced and retained throughout the organization.

***Diversity & Inclusion Training***

The OCLC partnered with the Virginia Community Service Board (VACSB) HR subcommittee and the HR staff from New River Community Services Board and Eastern Shore Community Service Board to provide a workshop entitled, "The New Look of Workforce Diversity" at the 2014 VACSB Development Training Conference.

*"One of the best workshops I  
have ever been attended"*

*VACBSB Participant*

In partnership with Antonio Acevedo, MBA, J.D (left), Compliance Manager in the Office of the County Manager, Arlington, the OCLC delivered a workshop entitled "[Growing and Managing a Multicultural and Multilingual Workforce](#)" at the Northern Virginia Language Access Leadership Conference in 2014.

Further, the OCLC provided consultation on workforce diversity and inclusion consultation and planning to 25 organizations across Virginia in 2013 and 2014.

***Employer Resources: Building a Diverse and Inclusive Workforce- Topic Sheets***

[Six diversity and inclusion fact sheets](#) were developed for easy reference to human resource staff and hiring managers to access information on the basics of D&I.



## Focus Area: Organizational CLC Technical Assistance and Consultation

Organizations have a “culture” of policies, procedures, programs, and processes, and incorporate certain values, beliefs, assumptions, and customs. Organizational cultures largely echo mainstream culture in its sense of time orientation, perception, and use of time. An organizational culture may not lend itself to cultural competence; therefore, skill building works to fill the void between organizational and cultural competence. A culturally competent organization fosters knowledge about diverse groups of people and transforms it into standards, policies, and organizational practices cultivating inclusion and diversity in the workplace.



### CLC Training of Trainers

A significant effort to enhance organizational training capacity was the creation of cultural and linguistic competence facilitators curricula developed in partnership with Virginia Tech Language and Culture

*“It was an awesome experience to have a collective training experience and to create relationships with future co-presenters. I left the training prepared to offer a wide range of module trainings. It bolstered my confidence in providing consistent intercultural and multicultural information within the state system.”*

**Millicent McFadden, Psy.D., LCP**

Institute. Thirty individuals from CSBs, state facilities, licensed private providers, and consumer organizations from around the state who demonstrated emerging or mature intercultural development skills were trained in the spring of 2014 as certified cultural and linguistic competence workshop facilitators. Participants agreed to provide at least two trainings a year on cultural and linguistic competence in their regions over the next three years. In partnership with Virginia Tech’s Institute of Language and Culture, the OCLC developed a six-part curriculum that focused on preparing trainees to present the foundations of cultural and linguistic competence, explore the nexus between individual intercultural development and the provision of culturally competent services, and introduce strategies for organizational implementation of the National Standards for Culturally and Linguistically Appropriate Services. Trainers have held eight workshops and trained over 140 individuals working in the behavioral health and developmental services field.

***Statewide Trainings and Conferences offered in 2013 and 2014***

*Cultural Competence in Systems of Care* – Day long training held in Roanoke, Richmond, Virginia Beach, Arlington, and Abingdon for children’s mental health staff and leadership. Conference presenters explored the aspects of cultural and linguistic competence and how to apply appropriate practices to everyday service delivery and operations in children’s services. Over 600 people attended these conferences around the state.

*Building Bridges III & IV*- This one of a kind conference explores developmental and intellectual disabilities in racially, culturally, and linguistically diverse individuals, families, and communities. Nationally recognized presenters will explore models and best practices for working with these populations. 200+ providers participated in these two conferences.

*Northern Virginia Language Access Leadership Conference*- An annual conference designed to explore the implementation, funding, sustaining, and evaluation of language services in government services. 135 people attended.

*Cultural Elements in Treating Hispanic and Latino Populations*- OCLC partnered with the National Hispanic/Latino Addiction Technology Transfer Center to disseminate cultural information for professionals working with Hispanics or Latino (a) clients in two areas of the state. The course focuses on how culture affects Hispanics and their drug use, treatment related barriers encountered by the population, cultural factors in treatment, co-occurring disorders, and approaches to integrating culture into therapy. The OCLC also coordinated the training of three additional facilitators for Virginia.

**Focus Area: CLC Resource Development**

Mental health and developmental disability service organizations have tremendous workloads. While their primary role is to provide services and treatment to individuals in their communities, they are also working continuously on policies and procedures for community services; responding to federal and state audits and inquiries; ensuring compliance with regulations from accreditation and licensing entities; and interfacing with justice, educational, and health systems.

**Strategic Planning Support**

Tobacco Related Health Disparities Plan

Early Childhood Mental Health Plan

Virginia Interpreter Collaborative Planning

Statewide Prevention Framework- State Incentive Grant Plan

Act Early Autism Planning

Virginia's Coordinated Response to Human Trafficking

Kids Count Disparities Report

NAMI Virginia Family Network Advisory Board

Latino Leadership Institute Development

To support organizations, the OCLC provides information and tools to help busy organizations navigate the complex information and support their planning and implementation that make an immediate difference. What follows is a summary of activities designed to build capacity in organizations and communities in a variety of ways.

***Strategic Planning Support-*** The staff in the OCLC participates on a number of planning and implementation teams across the state as the subject matter experts.





### **National Minority Mental Health Media Contest**

The annual contest, coordinated by the Statewide CLC Steering Committee subcommittee on Community Engagement is a multimedia event that brings awareness to issues of stigma and mental health in minority and multicultural communities. The 2013 winners, [Horizon Behavioral Health](#) and [Eastern State Hospital](#) submitted videos looking at mental health from the perspective of a person in recovery. [Fairfax Community Service Board](#) received the first place award in 2014, for

their exploration of how Mental Health First Aid programs in Spanish have made an impact in their community.

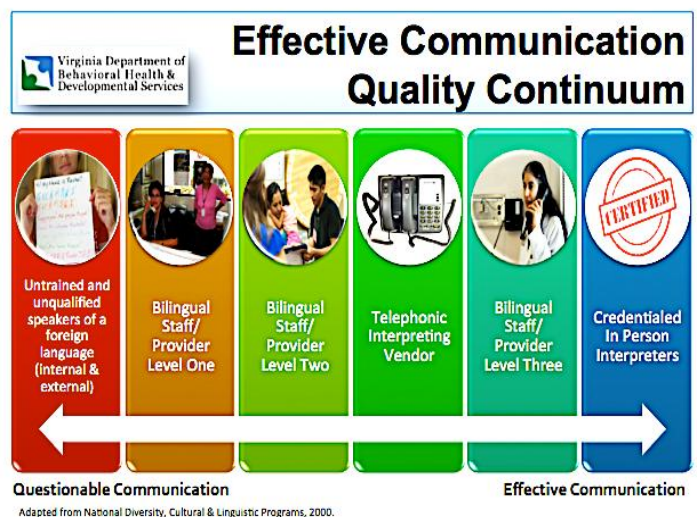
### **Templates and Resources Guides**

To support organizational development of culturally and linguistically appropriate standards, OCLC created the following tools for dissemination:

- [Creating a Cultural Competence Committee](#)
- [Critical Component of a CLC Plan](#)
- [Language Access Plan Template](#)
- [Sample Language Access Coordinator Description](#)
- [Provider Guidance on Title VI of the Civil Rights Act](#)

## **Focus Area: Language Access**

The proper assessment of an individual's communication needs, preferences, and skills during intake, planning, treatment, and separation is critical for making an accurate determination regarding eligibility, diagnosis, service delivery, and treatment approaches. Some of the determinations made in our system are life altering for individuals. It is expected that the behavioral health and developmental disability services system provide equal opportunity for all individuals receiving services and their authorized representatives to make informed care decisions and equal access to services.



### ***Policy Development***

In 2013-2014, two key policies were updated that impact the quality of and the access to services for community and facility services.

Revised in July 2014, [State Board Policy 1023](#) outlines the State's expectations the delivery of culturally and linguistically competence services. The policy states that "the Department, state facilities, and CSBs shall provide effective, equitable, understandable and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs to services to individuals in the public mental health, intellectual disability developmental, and substance abuse services system."

Additionally, with the support of the Statewide Coordinator for the Deaf, the OCLC revised [Departmental instruction 209](#). This departmental policy was strengthened to increase the language access expectations in state facilities. Among the revisions is the annual review existing facility language access plans to provide consultation, assure compliance, and support corrective action as well as review annually, the availability and utilization of appropriate assistive technology equipment.

### ***Qualified Bilingual Staff Training (QBS)***

The [QBS model](#) can be a key strategic initiative with the goal of ensuring meaningful language access in the organization, managing costs, and reducing liability. It allows for in the moment interpretation from staff that have been certified competent in their ability to assist in communication when an interpreter is not available or while arrangements for an interpreter are being made.

The OCLC reached its **200th** certified QBS-trained staff in 2014. Bilingual staff has been training in 79 different behavioral health and



developmental services agencies and community partners, including state facilities, CSBs, private providers, and non-profit social service partners in all areas of the e state.

### ***DHHS OCR Roundtables***

In the fall of 2014, the OCLC welcomed the Deputy Regional Manager and Equal Opportunity Specialist from the U.S. Health and Human Services, Office of Civil Rights, Region III to provide a series of community sessions. These sessions were held in Roanoke, Charlottesville, and Richmond. The goal was to hear from the community regarding the challenges they face in accessing and maintaining services because of language barriers. Staff from OCR met with 100 community members and providers. Additionally, a webinar for behavioral health providers was also coordinated in partnership with Magellan Behavioral Health. This webinar has been made available for providers in their network.



## Additional Activities

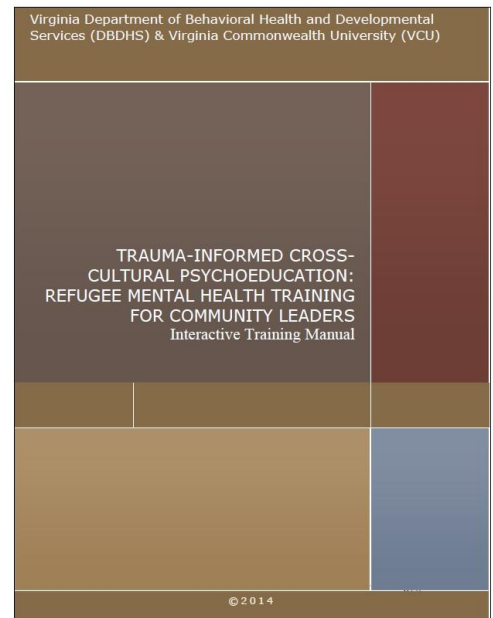
Language access services are required for all organizations receiving federal funding by federal law. Those who do not comply with the law can be at risk of investigation, losing licensure, and/or civil and criminal lawsuits. Providers can enhance outcomes and reduce their liability risk by using Language Assistance Plans. In 2014, a new [webpage](#) was created designed to include an extensive selection of [toolkits](#), templates, checklists, research, translated facility documents and other materials. An [additional page](#) is available for information on services for the Deaf, Hard of Hearing, Late Deafened, and DeafBlind.

### Focus Area: Refugee Healing Partnership

The Refugee Healing Partnership is a collaborative effort of the Virginia Department of Behavioral Health and Developmental Services – Office of Cultural and Linguistic Competence, and the Virginia Department of Health – Newcomer Health Program. The initiative is focused on strengthening mental health partnerships in areas where refugees are resettled in the Commonwealth. Below is a short description of the accomplishments in this grant in 2013 and 2014.

#### **Trauma-Informed Cross-Cultural Psychoeducation (TI-CCP)**

**Facilitator and Leader Training Curricula-** The OCLC and Virginia Commonwealth University's School of Social Work collaborated on a groundbreaking program to increase the cultural competency, social adjustment, and positive mental health outcomes of refugee communities in the greater Richmond area. It was designed for mental health professionals to engage with and build capacity in refugee community leaders for community-based mental health and psychosocial support and to establish a close partnership and healing environment in the community. TI-CCP adopts two main pillars to guide the training sessions: Trauma-informed and culture-informed approaches.



**RHS-15 Screening Implementation and Referral Protocol** – Established linkages for validated mental health screening in local health departments and referral protocols with area community service boards and private providers.

#### **Regional Mental Health Councils-**

Facilitated the formation of four community councils focused on refugee mental health. The goal of the councils is to be a sustainable mechanism for community agencies and individuals to dialogue and support mental wellness among refugees in the area. They are intended to strengthen partnerships and referral processes for RHS-15 and access to public and private behavioral health services.



***QPR Suicide Prevention Trainings***- QPR Gatekeeper training Instructors have been certified by the Question Persuade Refer (QPR) Institute to deliver the Gatekeeper training to refugee stakeholders including resettlement case managers, ESL teachers, ethnic-community based organization members, and others who come into regular contact with refugee populations. This training has been culturally adapted by the Refugee Health Technical Assistance Center and made available to QPR trainers who work with refugee communities. In this past biennial, OCLC presented this training four times around the state.

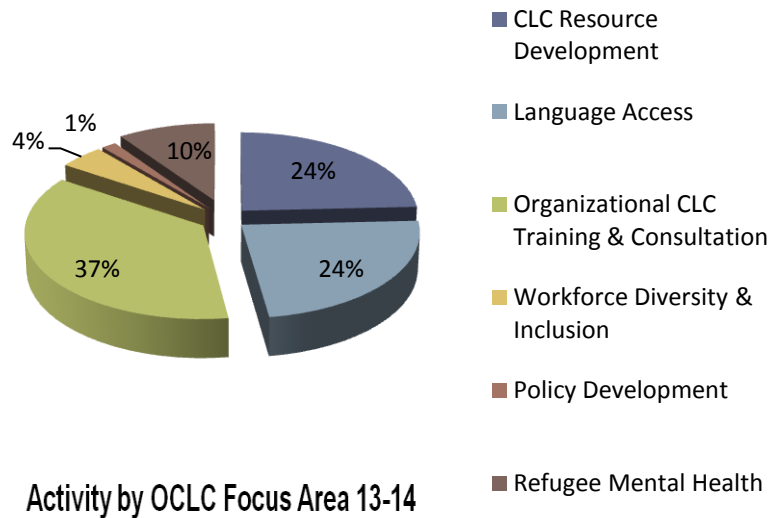
***Feeling Good! – Refugee Mental Health ESL Module Packet***- Instructors of English as a Second Language don't just teach English to refugees and immigrants, they are also an important resource for refugees as they adapt to their new cultural environment. Although their central role is to teach English language skills, their classroom represents an environment where refugees find important social supports that help them to adjust to their new lives. As such, ESL instructors help students grapple with concerns related to mental health.

In partnership with Old Dominion University, DBHDS has developed the [Feeling Great!](#) ESL module designed to be incorporated into in any ESL setting that helps meet these objectives. It can be taught by any trained ESL instructor regardless of their knowledge of mental health and wellness.

***First Annual Refugee Mental Health Summit*** – Behavioral health providers, non-profit directors, advocates, and refugee leaders convened in 2014 to discuss issues in refugee health and human services; The purpose of the Summit was to provide opportunities for 65 invited stakeholders, refugee leaders, and representatives of the different refugee mental health councils across the Commonwealth to come together to discuss ways to provide an effective, efficient, and sustainable mental health care to refugees using local community resources; share best practices and learn from others who have benefitted from the initiative; and solicit community input into the statewide mental health priorities through focus group activities.

## Summary

During the FY13-14, the Office of Cultural and Linguistic Competence and its partnerships have seen great momentum towards addressing disparities in access and outcomes in the behavioral health and developmental services system. As we look toward the next biennial, our plans are even more sharply focused on addressing disparities at the organizational and systemic levels. With this approach, we can utilize our limited resources in a way that makes the most impact towards the pursuit of equity in recovery, self-determination, and wellness for all Virginians.



## Activities by Type of Organization 13-14

